



## Broad River Elementary

474 Broad River Blvd.

Beaufort, SC 29906

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	452 Students	
<b>Principal</b>	Constance Goodwine-	843-322-8400
<b>Superintendent</b>	Dr. Valerie Truesdale	843-322-2300
<b>Board Chair</b>	Fred Washington	843-322-2356

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Average	Below Average
2007	Average	Good
2006	Average	At-Risk
2005	Average	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

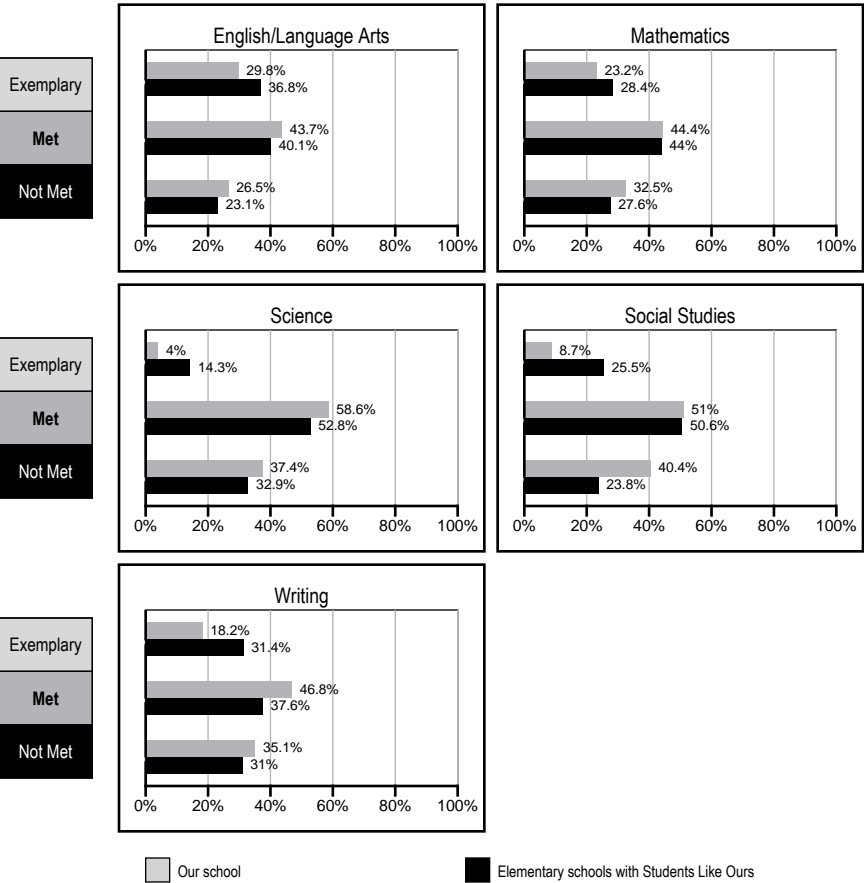
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 86.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
3	25	80	5	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=452)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.8%	Down from 3.6%	2.0%	1.9%
Attendance rate	96.6%	Up from 96.5%	96.2%	96.3%
Eligible for gifted and talented	10.3%	Down from 17.8%	10.0%	10.0%
With disabilities other than speech	7.2%	Down from 8.8%	9.5%	7.7%
Older than usual for grade	0.6%	Up from 0.0%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=32)</b>				
Teachers with advanced degrees	62.5%	Down from 79.4%	59.7%	59.4%
Continuing contract teachers	75.0%	Down from 79.4%	83.7%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	77.6%	Down from 83.8%	88.3%	85.9%
Teacher attendance rate	93.9%	Down from 94.0%	95.1%	95.1%
Average teacher salary*	\$48,924	Down 6.3%	\$47,517	\$47,149
Professional development days/teacher	13.8 days	No Change	11.6 days	11.1 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	19.2 to 1	Up from 19.1 to 1	19.0 to 1	18.8 to 1
Prime instructional time	88.6%	Down from 89.0%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	94.1%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,826	Down 9.3%	\$7,471	\$7,458
Percent of expenditures for instruction**	73.3%	Down from 73.4%	67.9%	68.8%
Percent of expenditures for teacher salaries**	58.7%	Down from 70.7%	61.7%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample

## Report of Principal and School Improvement Council

The 2008-2009 school year has been an exciting one at BRES, thanks to parents and community helpers! Project WE CARE, our mentoring program for African American males, served 37 students during its second year, totally funded by community donations. Our character education program consisted of classroom and small-group tutoring, as well as stressing the International Baccalaureate student profiles. Beaufort-Jasper Health Services provided counseling services in addition to our school counselor, as well as a dentist and nurse practitioner.

With Title I federal monies, BRES was able to offer before-school tutoring in the computer lab, after-school tutoring in the Fast Track program, and Intersession tutoring to address student needs. Each grade level in K-5 continued to have a daytime grade level tutor, except for first grade, which had an additional classroom teacher and two Reading Recovery teachers for support. The full-day Pre-kindergarten program stayed at the maximum enrollment of forty students for the entire school year, also partially funded by Title I monies.

PACT results for 2007-2008: The state objective to be met was 58.8% in English/language arts (ELA) and 57.8% in math. Overall, the school scored 57% in ELA (1.8% below the state targeted objective) and 49.1% in math (8.7% below the state targeted objective). Although we did not meet the state objective, BRES did score higher than the average scores of other South Carolina students in these areas.

Below are our BRES PACT scores in comparison to the 2006-2007 BRES scores.

Third grade: 63.6 in ELA (increase of 24.4) meeting Proficient and Advanced; 25.5 in math (increase of 11.8) meeting Proficient and Advanced; 19.2 in science (increase of 1.8) meeting Proficient and Advanced; 37.9 in social studies (increase of 26.4) meeting Proficient and Advanced. Fourth grade: 38.2 in ELA (decrease of 8.6) meeting Proficient and Advanced; 45.5 in math (decrease of 4.5) meeting Proficient and Advanced; 18.2 in science (decrease of 10.1) meeting Proficient and Advanced; 30.9 in social studies (increase of 13.1) meeting Proficient and Advanced. Fifth grade: 29.1 in ELA (increase of 15.1) meeting Proficient and Advanced; 36.4 in math (increase of 1.5) meeting Proficient and Advanced; 31.0 in science (increase of 16.7) meeting Proficient and Advanced; 15.4 in social studies (increase of 6.3) meeting Proficient and Advanced.

BRES continues to increase parent involvement by sending home student information agendas daily in all grade levels. Student performances this year included all grade levels in evening performances and/or afternoon tea parties. The parent conference rate was 100% again this year. Parent attendance at the First Art Works art night was incredible! The parent turnout for the BBQ held May 29 was tremendous, too! With your help, BRES will continue to work toward greater improvement in all academic areas and in parent involvement during the 2009-2010 school year.

Gail Wages, Principal  
Barbara Morales, Vice Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	56	19
Percent satisfied with learning environment	82.9%	83.9%	83.3%
Percent satisfied with social and physical environment	97.1%	82.1%	57.9%
Percent satisfied with school-home relations	75.8%	82.1%	78.9%

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress	YES
---------------------------------	-----

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	NI-DELAY
---------------------------	----------

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	9.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	170	100	26.5	43.7	29.8	80.1	81.8	82.8	Yes	Yes
<b>Gender</b>										
Male	88	100	32.1	33.3	34.6	76.9	78.2	79.3	N/A	N/A
Female	82	100	20.5	54.8	24.7	83.6	85.6	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	72	100	20	41.5	38.5	83.1	92.4	89.5	Yes	Yes
African American	83	100	34.7	44	21.3	76	71.8	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.1	92.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	72.4	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	29	100	73.1	19.2	7.7	42.3	41.7	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	68.1	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	107	100	35.1	47.9	17	74.5	73.3	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	170	100	32.5	44.4	23.2	81.5	77.3	78.9	Yes	Yes
<b>Gender</b>										
Male	88	100	29.5	38.5	32.1	79.5	75.8	77	N/A	N/A
Female	82	100	35.6	50.7	13.7	83.6	79	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	72	100	23.1	49.2	27.7	92.3	89.8	87.2	Yes	Yes
African American	83	100	44	37.3	18.7	70.7	62.7	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.1	93	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	71	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	29	100	80.8	15.4	3.8	42.3	37.5	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	69.1	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	107	100	41.5	40.4	18.1	74.5	66.9	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	111	100	37.4	58.6	4	62.6	66.1	67.5
Gender								
Male	55	100	26	68	6	74	66.1	67
Female	56	100	49	49	2	51	66.1	68
Racial/Ethnic Group								
White	47	100	29.5	65.9	4.5	70.5	82.9	79.5
African American	55	100	43.8	52.1	4.2	56.3	48.1	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.9	84.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	54.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	71.2
Disability Status								
Disabled	19	100	N/AV	N/AV	N/AV	27.8	28.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	49.9	59.6
Socio-Economic Status								
Subsided meals	69	100	48.3	48.3	3.4	51.7	51.8	55.1

Social Studies

All Students	117	100	41	50.5	8.6	59	70.3	72.3
Gender								
Male	60	100	40.7	44.4	14.8	59.3	70	71.5
Female	57	100	41.2	56.9	2	58.8	70.6	73.2
Racial/Ethnic Group								
White	49	100	43.2	40.9	15.9	56.8	82.6	80.7
African American	56	100	42.3	53.8	3.8	57.7	58.2	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	82.5	88.5
Hispanic	7	I/S	I/S	I/S	I/S	I/S	60	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	72.2
Disability Status								
Disabled	18	100	81.3	12.5	6.3	18.8	36.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	56.2	67.9
Socio-Economic Status								
Subsided meals	74	100	50	47	3	50	58.6	62.1

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	171	100	35.1	46.8	18.2	64.9	68.6	70.2	96.6	96.4
Gender										
Male	90	100	42.5	41.3	16.3	57.5	61.3	63.2	96.6	96.3
Female	81	100	27	52.7	20.3	73	76.2	77.5	96.6	96.6
Racial/Ethnic Group										
White	72	100	30.3	47	22.7	69.7	82.7	79.1	96.2	96.4
African American	85	100	41.6	44.2	14.3	58.4	54.5	57.6	97.1	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.1	86.2	97.1	97.1
Hispanic	9	I/S	I/S	I/S	I/S	I/S	57.4	62.6	95.9	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	70	68.7	N/A	96.3
Disability Status										
Disabled	31	100	N/AV	N/AV	N/AV	28.6	23.8	26.1	95.8	95.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.8
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	53.1	61.2	96.7	96.6
Socio-Economic Status										
Subsidized meals	108	100	45.4	43.3	11.3	54.6	55.9	58.9	96.3	96.1

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample



PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	53	100	40.4	34	25.5	59.6
	4	58	100	21.2	42.3	36.5	78.8
	5	59	100	19.2	53.8	26.9	80.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	53	100	51.1	42.6	6.4	48.9
	4	58	100	19.2	44.2	36.5	80.8
	5	59	100	28.8	46.2	25	71.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	24	100	N/AV	N/AV	N/AV	45.5
	4	58	100	36.5	59.6	3.8	63.5
	5	29	100	24	68	8	76
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	29	100	N/AV	N/AV	N/AV	52
	4	58	100	30.8	55.8	13.5	69.2
	5	30	100	53.6	39.3	7.1	46.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	55	100	44.9	44.9	10.2	55.1
	4	58	100	30.2	49.1	20.8	69.8
	5	58	100	30.8	46.2	23.1	69.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample